

Appendices

Appendix A

transition to enhance standards and high-quality assessments.	
B(3) Goal 1: Transition to enhanced standards by implementing the common core.	
B(3)1.1 Align curriculum to common core standards and other state standards.	
B(3)1.2 Implement quality instructional support materials to build educator capacity.	
B(3)1.3 Provide standards-based professional development to build educator capacity.	
B(3)1.4 Ensure implementation of common core standards with fidelity.	
B(3) Goal 2: Transition to enhanced high-quality assessments.	
B(3)2.1 Join assessment consortium of multiple states to develop a balanced assessment	

Appendix A: Analysis Tool Template

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Appendix A

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Appendix A

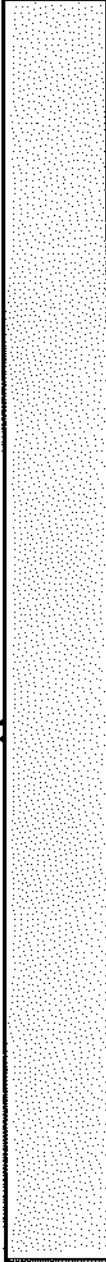
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Appendix A

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Appendix A

teacher & principal
preparation
programs.



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STATE OF ARIZONA GOVERNOR'S P-20 COORDINATING COUNCIL

– AZ RttT Application Goal –	Ranking (See Rubrics)	Project Start? (Initial Launch)	What Is Needed?	Funding Potential?	Responsible Entities?	Rationale for Ratings, and Comments or Recommendations?
E: Struggling Schools	Priority Ranking	Year 1 [Jan '11-Dec '11]	State	New Government \$ (Federal, State, Local)	Governor	
	Feasibility Ranking	Year 2 [Jan '12-Dec '12]	State Policies	Reallocated \$ (Federal, State, Local)	Legislature	
		Year 3 [Jan '13-Dec '13]	Implementation [Capacity]	New \$ (Government/Private)	State Board	
		Year 4 [Jan '14-Dec '14]			ADE	
					School Districts	
E.1 Legal authority to intervene in the lowest-achieving schools and LEAs.						
E.2 Turning around the lowest-achieving schools.						
E.2(i) Identify PLA schools.						
E.2(ii) Goal 1: Improve achievement by turning around PLA schools.						
E.2(ii)1.1 Provide ongoing support and assistance to PLA schools (SIG Plan).						
E.2(ii)1.2 Build a turnaround leadership pipeline.						

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Appendix B: Analysis Tool Directions

Directions for Using Analysis Tool

DIRECTIONS:

1. **Feasibility Score:** Use the feasibility rubric (below) to assign a score (1-5) that best describes the current funding opportunities for this work
2. **Project Start:** Place an “x” under only one “year” indicating the year this work needs to start.
3. **What is Needed:** Indicate what actions are needed to initiate this work: does it require new/revised statute and/or policy? or does it require implementation only? Add **Capacity Score** to indicate LEA readiness to implement.
4. **Funding Potential:** If possible, identify type and name of potential funding sources if none currently exist. For example, identify specific grant opportunities that could be pursued.
5. **Responsible Entities:** Select ONE entity who would be the primary lead or initiator of this work.
6. **Priority Score:** Use the priority rubric (below) to assign a score (1-3) that best reflects the priority/urgency of this work considering the conditions rated above.
7. **Rationale/Comments:** Provide rationale for feasibility, priority and capacity rankings; add any additional information that clarifies, supports and/or explains the group’s review of this project/initiative.

Feasibility Scores

Score	Descriptor
1	This work is driven by EXISTING STATUTE and/or state board of education POLICY and TIMELINES i.e. must be done regardless of funds
2	This work is not driven by statute and/or policy, but can be accomplished with EXISTING federal, state, and/or local funding.
3	This work requires REALLOCATING federal, state, and/or local funding.
4	This work requires NEW federal, state and/or local funding in order to initiate.
5	This work should be put on hold due to the LACK OF ANY potential funding source.

Priority Score

Score	Descriptor
1	High Need: This is a high need project and critical to Arizona’s education reform plan.
2	Moderate Need: This is important, but not critical, to Arizona’s education reform plan.
3	Low Need: This could enhance, but is not critical, to Arizona’s education reform plan.

Capacity Score

Score	Descriptor
1	High: Most LEAs have the capacity to implement.
2	Moderate: Some LEAs have the capacity to implement.
3	Low: Few LEAs have the capacity to implement.

STATE OF ARIZONA GOVERNOR'S P-20 COORDINATING COUNCIL

- AZ RttT Application Goal –	Rankin g (See Rubrics)	Project Start? (Initial Launch)				What is Needed?			Funding Potential?				Responsible Entities?				Rationale for Ratings, and Comments or Recommendations?
		Year 1 (Jan '11-Dec '11)	Year 2 (Jan '12-Dec '12)	Year 3 (Jan '13-Dec '13)	Year 4 (Jan '14-Dec '14)	Statute	State Policies	Implementation [Capacity]	New Government \$ (Federal, State, Local)	Reallocated \$ (Federal, State, Local)	New \$ (Government/Private)	Governor	Legislature	State Board	ADE	School Districts	
B: Standards and Assessment		Priority Ranking	Feasibility Ranking														
B(1) Developing and adopting common standards																	
B(1)(i) Goal 1: Participate in common core consortium.	1	✓	✓								X	X	X	X		✓ indicates completion Work completed Formal SBE adoption completed	
B(1)(ii) Goal 2: Adopt the common core standards.	1	✓	✓				✓	1						X		While assessment participation directed by SBE/ADE, Governor support critical. Serves as Governing State in PARCC, §§ through RttT assessment funding	
B(2) Developing common, high-quality assessments																	
B(2)(i) Goal 1: Participate in consortium to develop high-quality assessments aligned to the common core.	1	✓	X						X				X	X		Higher education involvement Important – Colleges of Education ADE provides guidance to LEAs State budget cuts have limited districts' capacity State budget cuts have limited districts' capacity	
B(3) Support the transition to enhanced standards and high-quality assessments																	
B(3) Goal 1: Transition to enhanced standards by implementing the common core.	1	1	X					2	X	X					X		
B(3)1.1 Align curriculum to common core standards and other state standards.	1	2	X					2	X	X					X		
B(3)1.2 Implement quality instructional support materials to build educator capacity.	2	4		X				2/3	X						X		
B(3)1.3 Provide standards-based professional	1	4/3	X					2	X	X					X		

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development to build educator capacity.														Nature of assessments may require new technology support		
B(3)1.4 Ensure implementation of common core standards with fidelity.	1	1													X	X
B(3) Goal 2: Transition to enhanced high-quality assessments.	1	3/4													X	X
B(3)2.1 Join assessment consortium of multiple states to develop a balanced assessment system.	1	✓													X	
B(3)2.2 Maintain and Increase ongoing communication to promote use of assessment results to enhance learning.	1	2		X											X	X
B(3)2.3 Develop items and forms for the current AIMS, written to common core.	1	1													X	
B(3)2.4 Seek consortium to develop alternative assessments of the common core.	1	✓													X	
B(3)2.5 Expand the formative assessment tool on IDEAL and development of interim assessments.	1	3/4		X											X	X
B(3)2.6 Provide professional development and technical assistance through the Regional Centers.	1	4					X								X	
Regional Centers (A(2)(1)(b) [pg. 46-48])																

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STATE OF ARIZONA GOVERNOR'S P-20 COORDINATING COUNCIL

- AZ RttT Application Goal -	Ranking (See Rubrics)	Project Start? (Initial Launch)	What Is Needed?	Funding Potential?	Responsible Entities?	Rationale for Ratings, and Comments or Recommendations?
C: Data Use	Feasibility Ranking	Year 1 (Jan '11-Dec '11) Year 2 (Jan '12-Dec '12) Year 3 (Jan '13-Dec '13) Year 4 (Jan '14-Dec '14)	Statute State Policies Implementation [Capacity]	New Government \$ (Federal, State, Local) (Federal, State, Local) (Private/other)	Governor Legislature State Board ADE School Districts	
C(1) Fully implemented statewide longitudinal data system.						
C(1)(i) SLDs meets the America Competes Act elements.	1	X		2	X (DOE, DEC) X X (Gates, TIF) X (a little)	Add to responsible entities: Board of Regents/Universities/Community Colleges
C(2) Assessing and using state data.						
C(2)1 Goal 1: Enhance data quality, access and utility.	1	3	X	X	X	SB 2733 defined governance body representation and appointments; need business rules for use of data
C(2)1.1 Empower AZ Education Data Governance Commission (HB 2733).	1	X	X	n/a	X	High priority b/c of struggling schools; for \$ look at SACNet and BTOP, etc.
C(2)1.2 Improve existing systems (HB 2733).	1	X		n/a	X	High priority b/c low hanging fruit and helps buy-in and access
C(2)1.3 Build infrastructure in rural/high-poverty areas.	1	2	X	3	X	
C(2)1.4 Provide authorized users with single sign-on access to student-level data.	1.5	2	X	1	X	
C(2)2 Goal 2: Inform educational decision-making.	1	X		2	X	Dashboard is High propriety for teachers and leaders to have easily viewable data -- other stakeholders come later; \$ from
C(2)2.1 Customize dashboard and tools for range of stakeholders.	1	2	X	3	X	

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C(2)2.2 Enhance AEDW Portal based on stakeholder input.		2	2	X															X						TIF, SACNet, etc. Build on existing plans/needs for research and evaluation in other grants i.e TIF, REAL, etc.
C(2)2.3 Publish reports from state data stores.		2	2	X	X														X						
C(2)2.4 Hold statewide, regional and local continuous improvement seminars.		2	1	X	X														X						
C(3) Using Data to Improve Instruction																									
C(3)(I)1 Goal 1: Ensure implementation of instructional improvement systems.		1	2	X															X						
C(3)(II)1.1 Survey LEAs to identify systems in place and satisfaction.		1	2	X															X						
C(3)(II)1.2 Provide system quality standards and guidance to LEAs.		1	2	X															X						
C(3)(II)1.3 Assist LEA staff in implementing systems.		1	2	X	X														X						
C(3)(II)2 Goal 2: Provide effective professional development to support instruction.		1	¾	X															X						
C(3)(III)2.1 Convene leading districts to collect and share lessons.		1	3	X															X	?					
C(3)(II)2.2 Connect protégés with mentor districts.		2	3	X															X						
C(3)(II)2.3 Prepare LEA data coaches to train local users (quarterly data dialogues).		1	3	X	X														X	X					
C(3)(lit) Goal 3:Make data accessible and available to researchers.		2	2																X						
C(3)(iii)3.1 Enhance AEDW access privilege components to authorized researchers.		1	n/a	X																					
C(3)(iii)3.2 Establish a research agenda consistent with AZ Reform initiatives and student achievement goals.		1	n/a	X																					
C(3)(iii)3.3 Publish research reports and information from state and local data sources.		2	n/a	X																					
Regional Centers (A)(2)(1)(b) [pg. 46-48]		1	¾	X															X	X	X				

High Priority (1) for struggling schools

Responsible party is governing board

Low hanging fruit-- light lift -- easy win to get buy-in

Low hanging fruit -- light lift, etc.

Year 1 focus on building capacity in rural struggling schools

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- AZ Rtt Application Goal --	Ranking (See Rubrics)	Project Start? (Initial Launch)	What Is Needed?	Funding Potential?	Responsible Entities?	Rationale for Ratings, and Comments or Recommendations?
D: Great Teachers and Leaders						
D(1) High-quality pathways for teachers & principals.						
D(1)(i) Legal, statutory provisions for alternate routes for teachers & principals, particularly for providers in addition to IHEs.	2	1	X		X	X
D(1)(ii) Alternative routes to certification currently in use.	2	1	X		X	X
D(1)(iii) Process for monitoring, evaluating, and identifying areas of effective teacher & principal shortages; preparing teachers & principals to fill those shortages.	1	2	X		X	X
D(2) Improve teacher & principal performance.						
D(2)(i) Establish a clear approach to measure student growth for each individual student.	1	1	X		X	X
D(2)(ii) Develop and implement rigorous, transparent and fair teacher & principal evaluation systems.	1	1	X		X	X
D(2)(iii) Conduct annual evaluations of teachers & principals that provide timely and constructive feedback and reports of student growth.	1	1	X		X	X
D(2)(iv) Use evaluation results to drive key decisions.	1	2	X		X	X

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STATE OF ARIZONA GOVERNOR'S P-20 COORDINATING COUNCIL

– AZ RTT Application Goal –	Ranking (See Rubrics)	Project Start? (Initial Launch)	What Is Needed?				Funding Potential?				Responsible Entities?				Rationale for Ratings, and Comments or Recommendations?																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
			State Policies	State Policies Implementation	Government \$ (Federal, State, Reallocated, State, Local New \$ (Government/Private)	Government \$ (Federal, State, Reallocated, State, Local New \$ (Government/Private)	State Policies	State Policies Implementation	Government \$ (Federal, State, Reallocated, State, Local New \$ (Government/Private)	Government \$ (Federal, State, Reallocated, State, Local New \$ (Government/Private)	Governor	Legislature	State Board	School Districts																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
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Key Initiatives

- Consistent standards to evaluate school performance.
- All measures that lead to the generation of a pipeline of school turnaround specialists.

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Appendix D: Excerpts from the Arizona Race to the Top proposal Round II

THE FOLLOWING SECTION PROVIDES IMPLEMENTATION DETAIL AS DESCRIBED IN THE ARIZONA RACE TO THE TOP APPLICATION FOR EACH OF THE HIGH PRIORITY INITIATIVES AND STRATEGIES IDENTIFIED BY THE P-20 WORK GROUP. THESE DESCRIPTIONS MAY AID THOSE EVENTUALLY RESPONSIBLE FOR THE IMPLEMENTATION OF THESE EFFORTS.

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AS IT APPROACHES ITS CENTENNIAL CELEBRATION, Arizona has an opportunity to reflect on its past and look ahead to its future. Arizona deeply respects the entrepreneurial spirit that built the first 100 years of the state's history, and it is determined to preserve that spirit into its second century. Arizona's future will rest on the success of its young people, which in turn rests on current action to transform its education system. The transformation of Arizona's education system will realize the state's vision:

A future where all Arizona students are prepared to succeed in college and careers and lead this state in the next 100 years and beyond.

Looking to Arizona's Future: Focusing Efforts on a Student-Centered Reform Plan

Arizona is building on this innovative, entrepreneurial history of education reform, focusing on the most important priority in improving student learning: ensuring that all students benefit from effective instruction, year after year, in every grade, in every course, in every school, and in every area across the state.

Arizona is drawing on its courageous spirit to realize this strategy, aided by strong leadership and true partnerships among State government, district and school leaders, teachers, postsecondary leaders and faculty, the business community, communities, parents and students.

Arizona's "Next 100 Years" Education Reform Agenda

The guiding force behind Arizona's education transformation agenda is the urgent need to prepare our students to be leaders in a new economy that highly values advanced knowledge and skills, particularly in science, technology, engineering and mathematics. Over the last decades, Arizona has been racing to re-tool itself by building on its economic history – one defined by the "Five Cs" of cotton, cattle, citrus, copper and climate – to develop a new economic base focused on fast-growing aerospace, biotech, computer chip and solar energy industries.

- Arizona boasts the fifth-largest aerospace industry in the nation.
- A concentration of technology firms is well-established and expanding, sparking emerging clusters in bioscience, genomics, and analytical instrument development.
- New industry development is emerging in environmental technology, with an emphasis on solar and wind-generated energy sources.

The state's education reform plan is designed to ensure that students are ready for this current reality and are prepared to lead in the changing economies for the next 100 years.

Goals and Targets

The major goal of the Arizona plan is to ensure that students graduate from high school prepared to succeed in college and careers by providing effective instruction to all students year after year. Effective instruction will be:

- built off of high, clear, common and well-articulated academic standards and aided by information gleaned from robust formative and summative assessments;
- guided by continuous adjustments suggested by regular review of timely, actionable data on student performance using state longitudinal data systems and local instructional improvement systems;
- delivered by teachers who are rigorously recruited and selected into the profession, who are prepared in effective programs, who receive rich ongoing feedback on their effectiveness at improving student learning, who are rewarded for strong performance, and who are assisted through effective approaches of professional development;
- the primary focus of leaders, who will be recruited, selected, prepared, evaluated and developed with an eye toward improving classroom instruction; and, finally,

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- of greatest demand and supply in the state's highest-need schools – those with high concentrations of students who are victims of poverty, who are farthest from meeting State standards, and/or who are consistently lowest in academic achievement.

Arizona seeks, through its reform plan, to realize dramatic improvements in educational outcomes for Arizona students. It will do so by focusing on college- and career-readiness as the goal for high school graduates with multiple pathways to earn a diploma and through intense focus on student achievement at the transition years – third, eighth and tenth grades. It will also address educational attainment at the high school and college levels, drawing largely on work completed for the 2020 VISION plan for transforming higher education in Arizona.

Arizona aspires for all student subgroups to achieve at high levels and acknowledges that some groups have more progress to make than others. These differing trajectories are thus informing resource allocations to eliminate achievement gaps. Arizona has selected indicators and targets to propel the state's education policy future on a course to realize dramatic yet achievable gains in student outcomes. The targets have been selected to drive the state forward toward these goals. In particular, the targets have been selected to be the same for all student subgroups to focus policy and practice on eliminating achievement gaps.

Student Achievement THIRD GRADE: In mathematics, Arizona seeks to increase, from 71% in 2008 to 94% in 2020, the percent of students meeting or exceeding State standards on its AIMS assessment, with an interim benchmark of 83% in 2014. In reading, Arizona seeks to increase, from 69% in 2008 to 93% in 2020, the percent of students meeting or exceeding State standards on the AIMS assessment, with an interim RTTT benchmark of 83% in 2014. These targets will need to be amended during the transition to the common assessment system.

Table 1: Arizona 3rd Grade Mathematics - % Meets or Exceeds

	Baseline				RTTT			Target
	2008	2009	2010	2012	2014	2016	2018	2020
All Students	71	72	76	79	83	87	90	94
African-American	60	61	70	75	80	84	89	94
Asian/Pacific Islander	86	85	85	87	89	90	92	94
Hispanic	62	65	67	73	78	83	89	94
Native American	53	55	61	67	74	81	87	94
White	83	84	85	87	89	90	92	94
Econ Disadvantaged	61	64	67	73	78	83	89	94
Special Ed	42	47	47	57	66	75	85	94
ELL	46	45	47	56	66	75	85	94
Migrant	51	55	65	71	77	82	88	94

Table 2: Arizona AIMS 3rd Grade Reading - % Meets or Exceeds

	Baseline				RTTT			Target
	2008	2009	2010	2012	2014	2016	2018	2020
All Students	69	72	76	79	83	86	90	93
African-American	62	65	70	74	79	84	88	93
Asian/Pacific Islander	82	83	85	86	88	90	91	93
Hispanic	58	62	67	72	78	83	88	93

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Native American	51	54	61	67	74	80	87	93
White	81	83	85	86	88	90	91	93
Econ Disadvantaged	57	62	67	72	78	83	88	93
Special Ed	34	38	47	56	66	75	84	93
ELL	35	37	46	56	65	74	84	93
Migrant	43	59	65	70	76	82	87	93

EIGHTH GRADE: In mathematics, Arizona seeks to increase, from 67% in 2009 to 85% in 2020, the percent of students achieving at or above basic on the NAEP assessment, with an interim benchmark of 76% in 2015. In reading, Arizona seeks to increase the percent of students achieving at or above basic on the NAEP assessment from 68% in 2009 to 85% in 2020, with an interim benchmark of 77% in 2015.

Table 3: NAEP 8th Grade Math

	Baseline			RTTT			Target
	2009	2011	2013	2015	2017	2019	2021
All Students	67	70	73	76	79	82	85
Black	58	63	67	72	76	81	85
Asian/Pacific Islander	81	82	82	83	84	84	85
Hispanic	56	61	66	71	75	80	85
American Indian/Alaska Native	43	50	57	64	71	78	85
White	81	82	82	83	84	84	85
Free or Reduced Priced Lunch Eligible	53	58	64	69	74	80	85

Table 4: NAEP 8th Grade Reading

	Baseline			RTTT			Target
	2009	2011	2013	2015	2017	2019	2021
All Students	68	71	74	77	79	82	87
Black	58	63	67	72	76	81	87
Asian/Pacific Islander	87	87	87	87	87	87	87
Hispanic	57	62	66	71	76	80	87
American Indian/Alaska Native	52	58	63	69	74	80	87
White	81	82	82	83	84	84	87
Free or Reduced Priced Lunch Eligible	55	60	65	70	75	80	87

TENTH GRADE: In mathematics, Arizona seeks to increase the percent of high school students meeting or exceeding State standards on its AIMS assessment from 68% in 2008 to 92% in 2020, with an interim benchmark of 81% in 2014. In reading, it seeks to increase the percent of students meeting or exceeding State standards on the AIMS assessment from 73% in 2008 to 93% in 2020, with an interim RTTT benchmark of 84% in 2014. These targets will need to be amended during the transition to the common assessment system.

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Table 5: Arizona AIMS High School Math - % Meets or Exceeds

	Baseline				RTTT			Target
	2008	2009	2010	2012	2014	2016	2018	2020
All Students	68	70	74	77	81	85	88	92
African-American	56	57	63	69	75	80	86	92
Asian/Pacific Islander	85	86	87	88	89	90	91	92
Hispanic	56	59	65	70	76	81	87	92
Native American	47	49	56	63	71	78	85	92
White	81	81	83	85	87	88	90	92
Econ Disadvantaged	53	57	63	69	75	80	86	92
Special Ed	22	28	39	49	60	71	81	92
ELL	22	21	33	45	57	68	80	92
Migrant	55	52	59	65	72	79	85	92

Table 6: Arizona AIMS High School Reading - % Meets or Exceeds

	Baseline				RTTT			Target
	2008	2009	2010	2012	2014	2016	2018	2020
All Students	73	75	78	81	84	87	90	93
African-American	67	66	71	75	80	84	89	93
Asian/Pacific Islander	85	84	86	87	89	90	92	93
Hispanic	60	63	68	73	78	83	88	93
Native American	53	53	60	66	73	80	86	93
White	87	87	88	89	90	91	92	93
Econ Disadvantaged	58	61	66	72	77	82	88	93
Special Ed	31	32	42	52	63	73	83	93
ELL	15	16	29	42	55	67	80	93
Migrant	55	57	63	69	75	81	87	93

Educational Attainment

HIGH SCHOOL GRADUATION: Arizona seeks to realize a high school graduation rate of 93% by 2020, with an interim RTTT benchmark of 82% by 2014. The 2008 baseline is 75%.

Table 7: High School Graduation Rate – 4 year graduation rate %

	Baseline			RTTT			Target
	2008	2010	2012	2014	2016	2018	2020
All Students	75	77	79	82	86	91	93
African-American	73	75	77	81	86	91	93
Asian/Pacific Islander	87	87	87	88	89	91	93
Hispanic/Latino	67	70	73	78	84	91	93
Native American	60	64	69	74	82	91	93
White	82	83	83	85	88	91	93
Econ Disadvantaged	66	69	73	77	84	91	93

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Students with Disabilities	48	54	61	68	79	91	93
Limited English Proficient	48	54	61	68	79	91	93
Migrant	71	74	76	80	85	91	93

POSTSECONDARY ENROLLMENT, SUCCESS AND COMPLETION: Arizona seeks to realize the following outcomes for postsecondary success, as determined through its 2020 VISION plan for transforming higher education.¹

Table 8: 2020 Vision Postsecondary Targets

	Baseline			RTTT			Target
	2008	2010	2012	2014	2016	2018	2020
Postsecondary Enrollment (Percent of AZ recent high school graduates entering Arizona public universities)	45	45	48	51	54	57	60
Freshman Retention Rate	78	80	81	82	83	85	86
Postsecondary Completion (6-year graduation rate in Arizona public colleges and universities)	56	58	59	61	62	64	65

Theory of Action and Strategies for Reform Plan

Arizona will meet these ambitious goals for student outcomes in a highly focused reform plan devoted to dramatically improving the effectiveness of instruction that requires strengthening both policy and partnerships. In addition, it will build on Arizona's work in targeting the transition years – third, eighth and tenth grades. Finally, it will be built squarely on an agenda focused on preparing students for careers in science, technology, engineering and mathematics.

STRATEGY 1: STRENGTHEN POLICY. The State of Arizona, along with local school districts, will enact policies needed to dramatically improve instruction:

- Standards and Assessments
 - Adopting and implementing COMMON CORE STATE STANDARDS tied to college- and career-readiness. Arizona has adopted the common core standards in June 2010.
 - Adopting and implementing robust common interim and summative assessments and building capacity for rich, timely formative assessments. Arizona has joined a national assessment consortium to develop assessments aligned to the common core.
- Data Systems
 - Enhancing the capacity of State data systems, particularly through data governance and sharing. Governor Jan Brewer signed HB 2733 in May 2010 establishing a Data Governance Commission to oversee and authorize a

¹ 2020 Vision postsecondary targets were established in 2008.

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comprehensive evaluation of Arizona's system of data collection, compilation, and reporting and complete the elements of the America Competes Act.

- Requiring the effective use of local instructional improvement systems (IIS). Arizona will define IIS Quality Standards, develop an approved IIS provider list, and require all LEAs to submit evidence demonstrating that their systems meet state standards.
- Great Teachers and Leaders
 - Adopting a statewide student growth model. The State has already been piloting the Arizona Growth Model based on the Colorado Growth Model through a partnership with the Rodel Foundation and Arizona Charter School Association.
 - Developing a new teacher and principal evaluation system. Arizona approved legislation in 2010 (SB 1040) that requires annual evaluations for teachers and principals tied to 33-50% student progress measures and to professional development.
 - Leveraging partnerships and accountability policy to ensure that the most effective teachers are teaching in the state's highest-need schools and in its highest-need subject areas; building on Arizona's efforts to expand the pipeline into these schools and subject areas.
 - Measuring and reporting the effectiveness of teacher and principal preparation programs; building on strong work already underway to track graduates.
- Support for Struggling Schools
 - Enhancing the supply of effective teachers and leaders for the persistently lowest achieving schools. Arizona will establish a Turnaround Office that will build a pipeline of specialists trained to do turnaround work.
 - Increasing authority for the State to intervene in these schools and aligning accountability systems. Arizona has taken steps to expand its existing authority to intervene in the lowest achieving schools.

STRATEGY 2: STRENGTHEN AND ALIGN PARTNERSHIPS. The State of Arizona cannot, by itself, implement the above-referenced policies with full effectiveness; neither can local school districts and charter schools. Arizona will meet its ambitious but achievable goals only through new partnerships with local school districts and charter schools.

- Through those partnerships, the State establishes strong criteria, offers solid assistance and requires performance – the “what” – for the critical systems of instructional improvement and student outcomes listed above. In exchange, local flexibility for implementation – the “how” is provided– based on local context. Furthermore, the partnerships will need to be broadly based, drawing on the wealth of higher education, business, community and other partners that can sustain this work over time and ensure that innovation and performance are always at the forefront of education reform in Arizona

STRATEGY 3: TARGET THE TRANSITION YEARS. The educational system will need to pay intense attention to transition year performance measures as benchmarks in determining progress toward meeting outcome goals.

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- Meeting 3rd grade targets will require quality early childhood programs and strong supports and interventions in the primary grades (K-2) to ensure students meet 3rd grade benchmarks and are ready to move on to the intermediate level.
- Meeting 8th grade targets will require differentiated instruction and implementation of student goal-setting tools such as the Education and Career Achievement Plans for Students (E-CAPS), starting in 6th grade to ensure students meet 8th grade benchmarks and are ready for high school.
- Meeting 10th grade targets will require the opportunity for students to choose multiple pathways to earn high school credits with access to rigorous coursework such as AP and IB and career-based courses to ensure students are ready to move on to college and career.

STRATEGY 4: INCREASE THE FOCUS ON STEM. Science, technology, engineering and mathematics are the necessary ingredients to build and expand Arizona's new economy. We must ensure students have the opportunity to develop the talent needed to be competitive in these expanding industries. Starting in the early years, and continuing throughout a student's educational career, a focus on STEM will be evident in Arizona's reform plan with an emphasis on attracting females and underserved populations to these fields of study.

Data Use

(C)(2): Accessing and Using State Data

Arizona has dedicated significant resources over the past three years to re-chart Arizona's education data management roadmap and enterprise business intelligence solution. The Arizona Education Data Warehouse (AEDW) is at the heart of this solution. The existing AEDW has over 60 student-related measures available via a web-based portal to education stakeholders and researchers. It includes training videos, selected resources, and user guides. More than 200 Arizona education researchers and district personnel have been trained to effectively utilize the AEDW and evaluate important questions related to their specific education environment [Appendix (C)(2)-1, Arizona Education SLDS & Data Warehouse Project, Comprehensive Training Overview].

The AEDW enhancement vision is far-reaching and intended to provide insight into the college and career readiness of Arizona students as well as provide a foundation that enables all learners to achieve their life goals. Arizona's plan for improving, expanding and broadening the scope of AEDW is discussed in the ADE 2011-2015 Strategic Plan [Appendix (C)(2)-2]. AEDW will include:

- early childhood-to-work data for all students, including birth-preschool age children; mobile students; tribal students educated by BIA, BIE and other non-public schools; and postsecondary student data from the postsecondary student information systems;
- all school staff data that now reside in disparate systems;
- restructured financial data; and

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- improved student and school performance measures, such as the Arizona Growth Model,² AZ SAFE³ and Education and Career Action Plans⁴ [Appendix (C)(2)-3].

Experience teaches that training and professional development are critical, so that users understand what AEDW data truly represent and the possibilities associated with correct usage. Further, stakeholder involvement in data governance is essential for building user-friendly systems. As Arizona moves forward, it will continue to focus on effective governance and essential tools to inform decision-making. The Arizona vision is that key stakeholders (i.e., students, parents, teachers, principals, administrators, professors, postsecondary leaders, community members, businesses, policymakers, unions and researchers) are regularly accessing, discussing and using data to continuously improve performance and overall effectiveness.

Goal 1: Enhance Data Quality, Access and Utility

Activity 1.1 : Empower the Arizona Education Data Governance Commission

The passage of House Bill 2733 in 2010 demonstrates the commitment of the Legislature and Governor to high-quality, accessible data systems. This new law establishes a permanent 13-member Arizona Education Data Governance Commission (AZ EDGC). This body represents all State universities, community colleges, LEAs, charter schools, early childhood and the business community. The Commission will oversee all work related to Arizona's education data systems and determine the most effective way to further integrate data acquisition and distribution among early childhood, P-12 and higher education. Specifically, members will set and approve guidelines related to managed data access, technology, privacy and security, adequacy of training, adequacy of data model implementation, prioritization of funding opportunities, and resolution of conflicts. The Commission chairperson shall submit annual activity reports to the governor, speaker of the house, senate president and secretary of State by December 1.

Activity 1.2: Conduct Data Capabilities Analysis (Improve existing systems)

House Bill 2733 (2010) further authorizes the Superintendent of Public Instruction to issue a request for proposals (RFP) by August 2010 to evaluate the State's current system of data collection, compilation and reporting. The RFP requires the evaluation of SAIS and AEDW, including a detailed description of existing hardware, software and networking infrastructure; descriptions of the resources required to maintain both systems; and options to replace or upgrade the existing systems. By August 2011 ADE will award a contract to replace or update the SAIS and enhance AEDW.

Activity 1.3: Build infrastructure in rural and high-poverty areas

Arizona has many small LEAs in rural and high-poverty areas and hundreds of small charter schools that cannot afford to install a sophisticated technology infrastructure. ADE IT experts and county school superintendents will assist these LEAs with student management systems, additional desktop support, workstation and UI tools, servers and databases, bandwidth, and enhanced security and data administration.

² The Arizona Growth Model measures student progress from one year to the next by comparing each student's performance to students in the same grade throughout Arizona who had similar AIMS scores in past years. <http://www.azcharters.org/growthpercentile>

³ The State's method for collecting, tracking and reporting school safety and discipline incident data to provide the information educators need to improve the quality and effectiveness of drug and violence prevention programs.

⁴ ECAPs allow students to enter, track, and update academic, career, postsecondary and extracurricular activities.

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Additionally, RTTT funds will leverage the work of the State of Arizona Counties Communications Network (SACCNet). SACCNet is the missing ‘middle mile’ portion in the state, bringing a cohesive network and high-speed facilities to Arizona’s small towns [Appendix (C)(2)-5]. This project originated as a Public Safety network among Arizona’s 15 counties and has developed to include the rural areas providing 100-300 Mbps broadband service to 130 markets and more than 281 public safety and community anchor institutions. Total project cost is \$51 million; with a capital infrastructure cost of \$26 million for the statewide backbone and \$11 million to connect the anchor institutions. The network will include a minimum of 82 rural schools, 115 state libraries, 14 community colleges, 26 rural state agency locations, 3 universities, 26 rural hospitals and 15 county seats/governments. The project is currently working with all 15 county school superintendents [Appendix (C)(2)-6] to create a distance learning, video, and education “cloud” for all schools, community colleges, universities and libraries to connect and share content, continuing education and various resources. RTTT funds will establish these capabilities in 10 strategically located rural high schools.

Activity 1.4: Provide authorized users with single sign-on access to student-level data

To further facilitate data access and use, ADE will integrate user sign-on and account management for all its domains and externally provided resources by expanding its agency-wide identity management system (IDMS). Historically, ADE managed multiple system domains, each requiring its own access management. Users had several unique IDs to access functions depending upon their work entities. The IDMS, EduAccess, provides an enterprise class identity management system that includes a single user account management interface. EduAccess is also designed to federate identity management and authentication services with trusted partners such as districts and universities [Appendix (C)(2)-7, AEDW External User Interface Portal Overview]. The result will be faster access to distributed resources, since stakeholders will no longer have multiple usernames and passwords; upgraded system security, including the ability of administrators to change user access to all system resources in a coordinated and consistent way; and improved administrator response when adding/removing users and modifying access rights.

Goal 2: Informed Education Decision Making

Activity 2.1: Customize dashboards and tools for a range of stakeholders

The IDMS provides unique user IDs (EduID) and specific access to the AEDW according to stakeholder roles (e.g., students, parents, teachers, principals, superintendents, policymakers and researchers). Customized dashboards will allow users to view and use relevant data and generate regular reports. The dashboards will be built in conjunction with expansion of the data warehouse. Each will be customized based upon stakeholder needs and feature correlations, longitudinal data, and trend analyses. User-friendly, customizable reporting tools will enable users to select, filter and compare statistics for schools and districts.

Activity 2.2: Enhance AEDW portal based upon stakeholder feedback

Dashboard specifications will be developed based upon research on stakeholder needs, focus group feedback, and results of the AEDW evaluation. All dashboards will comply with the Family Educational Rights and Privacy Act (FERPA). Additional focus groups will be conducted following initial dashboard implementation. Stakeholder feedback will also be collected through online surveys. The Arizona Education Data Governance Commission will use the results to determine enhancements to the AEDW.

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(C)(3) Using Data to Improve Instruction

Activity 1.1: Survey LEAs to identify systems in place and satisfaction

ADE staff representing the Academic Achievement, Accountability, School Effectiveness, and Standards and Assessment divisions will create and administer an Instructional Improvement Systems Survey to LEAs to determine the types of products in use; extent of use; quality, relevance, and utility of products; critical elements; and satisfaction levels. Results will be used to establish IIS Quality Standards, identify mentor districts, disseminate best practices and celebrate success stories.

Activity 1.2: Provide system quality standards and guidance to LEAs

ADE staff representing the divisions of Academic Achievement, Accountability, School Effectiveness, and Standards and Assessment will convene stakeholder focus groups, including users and potential vendors, to define IIS Quality Standards and then develop a list of approved providers. The State Board of Education shall approve the IIS Quality Standards. These systems must provide, at a minimum, formative and interim assessments aligned with State content standards that provide valid, reliable and actionable data to support continuous instructional improvement. Ideally, systems will include an integrated suite of online tools to measure student growth and success; provide teachers, administrators, and parents with research-based strategies for improving instruction and raising student achievement; and document and evaluate the impact of various instructional approaches.

All LEAs will be required to submit evidence demonstrating that current or proposed IISs meet State quality standards. This evidence will be loaded into Arizona's LEA Tracker (ALEAT) so that it is readily available to both LEAs and ADE staff. The State will approve instructional improvement systems for persistently lowest-achieving districts. If systems are not approved, districts will have the option to submit additional evidence or select an approved provider. Persistently lowest-achieving LEAs will be required to use funds to purchase a local system.

Activity 1.3: Assist LEA staff to implement systems

Arizona will apply a systematic approach for helping districts implement instructional improvement systems. ADE staff representing the Academic Achievement, School Effectiveness, and Standards and Assessment divisions, in partnership with Regional Center assessment and data specialists, will adapt the School Improvement and Turnaround Processes (used successfully by 26 school teams in 2009-2010). This modified PLAN, DO, STUDY, ACT cycle [Appendix (C)(3)-2] will be followed in all persistently low-achieving districts and those required to purchase local IISs. The cycle consists of seven steps:

- identify districts in need of IIS implementation assistance,
- assess the current situation,
- analyze causes,
- develop and test improvement theories,
- study the results to see what works,
- standardize improvements, and
- plan for continuous improvement.

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Goal 2: Provide Effective Professional Development to Support Instruction (C)(3)(ii)

Activity 2.1: Convene leading districts to collect and share lessons

ADE staff representing the Academic Achievement, School Effectiveness, and Standards and Assessment divisions, in partnership with Regional Center and University Research Center staffs, will identify leading districts based on results of the Instructional Improvement Systems Survey. Those districts will be convened to share best practices and lessons.

Activity 2.2: Connect protégés with mentor districts

The State will designate IIS Mentor Districts and connect them with new adopters in need of coaching and support. IIS Mentor Districts will provide regular coaching and consultation to their colleagues in person and via phone and Internet. AZ RTTT funds will allow ADE to provide stipends to honor and reward Mentor Districts. Protégé districts will use ALEAT to document the quantity and quality of coaching and consultation from their IIS Mentor Districts.

Activity 2.3: Prepare LEA data coaches to train local users

ADE experts and regional assessment and data specialists will design Quarterly Data Dialogues (Summer 2011) and host these professional development seminars in each region during the 2011-2012, 2012-2013 and 2013-2014 school years. The purpose is to develop LEA data coaches who, in turn, will support the implementation of local instructional improvement systems. TEACH FOR AMERICA alumni will be tapped to serve as LEA data coaches as their preparation included the implementation of instructional improvement systems. Initially, all participating and persistently lowest-achieving LEAs will identify potential data coaches and support their participation in the Quarterly Data Dialogues. Once data coaches have successfully completed three seminars/dialogues, they will be approved to provide assistance to educators in analyzing data and identifying opportunities to improve instruction (2012-2014). LEA data coaches will continue to participate in all Quarterly Data Dialogues to establish a professional learning community and ensure ongoing skill development.

LEA data coaches will facilitate regular collaborative planning time with small school teams of teachers and other instructional leaders to develop both technical and pedagogical skills. These sessions are an example of the professional development and coaching provided to teachers and described in section (D)(5)(i). LEAs will determine whether to work with teams from several schools and/or provide direct on-site assistance. Data coaches will utilize an instructional improvement cycle comprised of goal setting, planning, implementation, management, and evaluation. This cycle will help school teams identify and access relevant data (e.g., student attendance and grades; results from formative, interim, and summative assessments; student work samples); analyze information with the support of real-time reports; determine next appropriate instructional steps; and evaluate the effectiveness of the instructional strategies. Data coaches may also observe teachers and provide immediate, high-quality feedback on instructional approaches.

Goal 3: Make Data Accessible and Available to Researchers (C)(3)(iii)

Activity 3.1: Enhance AEDW access privilege components to authorized researchers to accommodate user access to multiple LEAs

Arizona has a tradition of providing data, in accordance with privacy protections, to research organizations and individuals seeking to improve instructional practices and raise student achievement [Appendix (C)(3)-3, AEDW Security and Access Requirements for External Users and Appendix (C)(3)-4, Data Extract Request and Release Guidelines].

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Current access to the AEDW is managed by a centralized data management organization and governed by a formal data governance structure. Depending on the level of access and the information being accessed, an auditable on-line logged requesting process is available to all authorized stakeholders. Building on the existing researcher communities exercising the AEDW, Arizona will enhance AEDW access privilege components to authorized researchers, including researchers at the University Research Center (see Section A for details). University Center researchers will have access to all State and local data necessary for addressing research questions identified by the RTTT Board.

Activity 3.2: Establish a research agenda consistent with AZ RTTT initiatives and student achievement goals

During year one University Research Center staff will work collaboratively with the RTTT Board to establish a research agenda consistent with AZ RTTT initiatives and student achievement goals. The Arizona Education Data Governance Commission will approve the research agenda and associated studies.

Activity 3.3: Publish research reports and information from State and local data sources

The primary purpose of the AEDW is to provide tools, infrastructure and information necessary to evaluate accurately the effectiveness of programs, initiatives and funding relative to student performance. When linked, the rich data stores of ADE and ABOR will provide the foundation for this quality analysis. Center researchers will also receive data from regional center assessment and data specialists and data coaches necessary to evaluate the effectiveness of instructional materials, strategies and approaches for educating all students (e.g., students with disabilities, English language learners, and students below and above grade level).

Results of all studies conducted by the University Research Center will be posted to AEDW and summarized in an annual report to the RTTT Board. In subsequent years Regional Center assessment and data specialists will disseminate best practices identified in evaluative studies conducted by the University Research Center.

Standards and Assessments

(B)(3): Supporting the transition to enhanced standards and high-quality assessments

GOAL: Arizona will transition to enhanced standards and high-quality assessments.

STANDARDS TRANSITION

Arizona will draw on its extensive experience in adopting and implementing State standards to transition to COMMON CORE. Arizona developed and rolled out State standards for the first time in 1997 and, since then, has revised its English language arts, mathematics, science, social studies, fine arts and English language proficiency standards on a five-year cycle. Each time the standards were revised and updated, the ADE developed a plan to engage stakeholders in a smooth transition to the new standards. For the transition to the COMMON CORE and other reform efforts, Arizona will leverage and expand the expertise of educators across the state through the establishment of Arizona Regional Centers for Innovation and Reform to implement the following **strategies**:

1. align curriculum to Common Core Standards;
2. build educator capacity by developing a system of support including professional development and technical assistance;
3. identify and develop instructional resources; and

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4. ensure successful implementation and sustainability.

The success of the Regional Centers will depend on collaboration with the ADE and University Research Center staff to meet the goals and objectives of a coordinated system of support. While the ADE will facilitate the development of training and supporting materials, the Regional Center Standards specialists will work with local LEAs to align their curriculum to the standards and offer professional development in teaching the Common Core standards; the University Research Center will use evaluation data to determine effective practices to share with the Regional Center network and disseminate to LEAs and schools. The ADE's current plan for the implementation of standards mainly focuses on the dissemination of the standards, and support documents along with professional development on concepts identified through state assessment data as being of highest priority. Race to the Top funding will allow the ADE to significantly expand its plan and build long-lasting capacity to improve instruction and ultimately increase student achievement. Appendix (B)(3)-1 includes a detailed Transition Plan.

Standards-based education is critical for the success of young people. To ensure that each student has an opportunity to learn the academic standards and, further, to hold LEAs accountable, the SBE requires written assurances, "Declarations of Alignment to State Standards," signed by governing board presidents, superintendents or charter holders, and principals stating that the curriculum in place at each school is aligned with the standards, that materials are available to all teachers to teach the standards, and that teachers are evaluated based on Arizona's Academic Standards in the core areas of reading, writing, mathematics, social studies, and science [Appendix (B)(3)-2]. These Declarations will be used as evidence of the LEAs' alignment of curriculum and instruction to the newly adopted Common Core Standards.

Year One, Phase One (June-September 2010)

On June 28, 2010, the SBE will adopt the COMMON CORE STANDARDS in mathematics and English language arts. The established Common Core Committee (CCC), comprised of representatives of higher education, K-12 educators, district leadership, community college faculty, and curriculum specialists from education service agencies will meet throughout the summer to refine a plan of support for transitioning to the COMMON CORE STANDARDS, consisting of both professional development and technical assistance.

The charge of the CCC will be to identify and develop engaging, rigorous and relevant instructional materials and professional development strategies to meet the needs of educators in implementing the enhanced standards. (Critical support documents will include crosswalks or comparison tables, gap analysis summaries, explanations and examples of learning expectations, connections to other academic standards, and sample lessons.) All of these resources will be available statewide on the ADE website and IDEAL portal [described in Section (A)(2)]. To further support schools and districts in selecting and using appropriately aligned instructional materials, the committee will also review and revise ADE's existing "Standards/Curricula Alignment Seminars" to specifically address the COMMON CORE STANDARDS in mathematics and English language arts.

The adoption of the COMMON CORE also will require alignment and/or linkage to other Arizona standards. For example, Arizona has been engaged in the revision of its English Language Proficiency Standards (ELP) in the last year. The ELP standards are scheduled for implementation in the 2010-2011 school year. In summer 2010, the ADE will conduct analyses to ensure linkage between the COMMON CORE and the ELP. Meanwhile, the Arizona Early Childhood Development and Health Board ("First Things First") will work with ADE to align the State's early education standards to the Common Core.

Year One, Phase Two (September 2010-August 2011)

During the remainder of Year One, the Arizona Regional Centers for Innovation and Reform will be established. Each Regional Center will hire a center coordinator and standards specialist(s) who will work in tandem with the ADE Arizona Academic Standards Unit. The center coordinator will work closely

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with the Deputy Associate Superintendent of Standards to craft a standards work plan for implementation with identified benchmarks. This work plan will include delivery of training on the COMMON CORE STANDARDS, specifically unwrapping the standards, aligning curriculum and using instructional support and resource materials. The Standards Specialists will have nine days of intensive training in spring 2011, focusing on:

- content and delivery of the professional development modules,
- statutes and policies,
- adult learning and change theory,
- identification of promising practices and models for further study, and
- capacity-building technical assistance.

Year Two (September 2011-August 2012)

Planning and development of training materials will continue with a special emphasis on targeting concepts that are difficult to teach. Year Two will be critical, as the standards specialists work to ensure the dissemination of information and instructional support materials and the delivery of professional development and technical assistance to all LEAs in each region.

In order to increase the number of instructional materials available to educators, the IDEAL portal will also serve as a clearinghouse for high-quality instructional materials developed by educator committees such as the Common Core Committee (CCC) described previously or the regional center specialists in workshops with teachers. These instructional resources, when made available on IDEAL, will be organized around the new standards, allowing educators to sort by grade level and concept. The ADE has selection criteria in place to ensure alignment to new standards. This criteria will be available to the CCC, Regional Centers, LEAs and schools to use as a guide in materials development.

Year Three (September 2012-August 2013)

Centers will further refine and customize their workplans based on data collected from LEAs and findings from the annual evaluation of the Centers and the RTTT plan. Identifying innovative and promising models of implementation will be an important goal for this year, and building the capacity of LEAs to sustain the change momentum and effectively use instructional support materials will be an important aspect of technical assistance.

Year Four (September 2013-August 2014)

Standards specialists will continue to provide customized professional development and technical assistance based on regional assessment data. Sustainability will be enhanced by promoting best practices as identified by the University Research Center.

ASSESSMENT TRANSITION

In order to ensure a smooth transition from the current assessment system to the new system aligned to the COMMON CORE STANDARDS, Arizona will implement the following strategies:

1. maintain and increase ongoing communication with the field to promote the use of assessment results;
2. develop items for the current AIMS that will include items written to the COMMON CORE;

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3. seek Consortium for the Alternate Assessment of Alternate Academic Standards of the Common Core;
4. expand the Formative Assessment Tool on IDEAL to complement summative and interim assessments; and
5. provide training and technical assistance through the Regional Centers.

Because rigor needs to be increased for all students, much work has been done in an ongoing examination of the current assessment system to determine its effectiveness in measuring readiness for college and the workplace. Arizona is assessing the 2008 Arizona Mathematics Standard, which increased rigor and was aligned to both the NAEP framework and the ADP Mathematics Benchmarks, with a new assessment beginning in 2009.

Arizona also recently examined its high school assessment system. The AIMS Task Force, established by HB 2211 (2008) [Appendix (B)(3)–3], made recommendations to the SBE, the Governor, the Senate President and Speaker of the House of Representatives. The proposed recommendations were intended to encourage all students to become college- and career-ready by providing feedback loops to help students meet their academic objectives. These recommendations included future development of a college and career ready assessment and a ninth-grade assessment to predict college potential.

The AIMS Task Force recommended the following:

- The AIMS reading, mathematics and writing tests are maintained as graduation requirements. Future State test development should focus on college- and career-readiness, and no other subject areas will be added to the current battery of AIMS high school graduation tests.⁵
- All 11th-grade students must take a college- and career-readiness test with a provision to opt-out of the test pursuant to a written request from a parent or legal guardian. The college- and career-readiness test would be paid for by the State.
- Replace the State norm-referenced test (NRT) (currently the TerraNova) administered in ninth grade with a college and career potential test.
- A future committee should consider a high school graduation endorsement that signifies student readiness for college and career.

As Arizona transitions to a new assessment system, ADE must maintain the quality of the current system in the process and facilitate a smooth transition to the assessments developed by PARCC to assess the COMMON CORE STANDARDS. Those assessments will be given to all students in Arizona no later than 2014-2015. In addition to the ongoing work of any State assessment cycle, the plan for additional work to support the transition is described below. Much of the work will become an ongoing part of the assessment cycle.

Year One (September 2010-August 2011)

In the first year of the transition, Arizona will begin to design and develop the new assessment system while maintaining its current assessment system. During item development for the current assessment, greater emphasis will be placed on developing items that reflect a greater depth of knowledge. At the same time, the items will reflect the use of universal design criteria and an awareness of language complexity.

⁵ A.R.S. §15-701.01 and §15-741

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ADE will continue to review accessibility of items for students with disabilities. Increased and ongoing communication with the field will be a priority to ensure that the LEAs and schools are well informed about assessment development activities. ADE will also explore the possibility of forming or joining a consortium to develop alternate assessments for students with disabilities.

During Year One, data and assessment specialists will be hired to serve at the Regional Centers for Innovation and Reform. The specialists will be responsible for the dissemination of information regarding the effective use of summative, interim and formative assessments in a balanced assessment system. The specialists will also be responsible for providing training in using data to inform instruction with a focus on instructional management systems (see Section C). Specialists will receive nine days of training by national experts on assessment and data use in preparation for their role as professional development and technical assistance providers. In summer 2011, the specialists will be expected to begin their first series of trainings to LEAs and schools in their respective regions and will meet monthly with ADE assessment staff to discuss regional needs and develop training materials.

Of highest priority will be the assessment and data specialists' work with their Center colleagues to provide intensive support to consistently low-performing schools in the effective use of assessments, setting ambitious yet achievable learning targets, measuring progress and using data to inform improvement plans. Specialists will also provide technical assistance to other LEAs and schools, based on need, to provide follow-up and customized assistance.

Year Two (September 2011-August 2012)

Four assessment development activities will be the focus of Year Two:

- New items that are developed for the current assessment system will be aligned with both the current and the COMMON CORE STANDARDS. Parallel development and field testing of test items for use on current assessments that also align to the COMMON CORE STANDARDS will be a primary activity.
- ADE will continue to oversee the development of multiple item types for mathematics and English language arts for the existing Formative Assessment Item Bank, currently available on the IDEAL portal, for teacher use during the transition from the current standards to the COMMON CORE STANDARDS and beyond.
- Field testing of new items developed by PARCC will be conducted in spring 2012.
- Parallel development of formative and interim assessments for the new system will begin.

Regional support specialists will continue their work in Year Two, providing professional development and technical assistance in implementing effective assessment and data use, working in collaborative teams with Center staff and meeting monthly with ADE staff. Emphasis will be on establishing systems in LEAs and schools to select and use instructional management systems. By Year Two, each Center should develop a technical assistance plan to support LEAs and schools that need more intensive assistance and support in using data to inform instruction.

Year Three (September 2012-August 2013)

Pilot testing of new forms (PARCC) is anticipated in spring 2013. Regional Center assessment and data specialists will continue their work with LEAs and schools – particularly district assessment coordinators, principals and instructional coaches – in the types of items under development for the assessment system, the use of summative, interim and formative data, and the implementation of job-embedded professional development and collaborative time for teachers to use data to inform their instruction.

Specialists will begin to identify models of effective and promising practices to share with other LEAs and schools and refer to the University Research Center for further study. In addition, they will work to

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establish collaborative networks among LEAs and schools in their region to share assessment and data use strategies and tools.

Year Four (September 2013-August 2014) and Beyond

Operational testing and Standard Setting for the new assessments is scheduled for spring 2014. Arizona will administer a fully operational assessment system for grades three through eight and for high school in mathematics and English language arts in spring 2015. Assessment and data specialists will continue their work in building the capacity of educators in their region to implement the new assessment system and use the instructional management system to inform instruction.

Great Teachers and Leaders

(D)(1)(iii): Processes exist for monitoring, evaluating and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

The Arizona Department of Education (ADE) identifies *subject matter* shortages as determined by:

- the number of non-highly qualified teachers reported to be teaching subjects that require highly qualified teachers; and
- pending or anticipated rules governing teacher subject matter knowledge or certification.

In addition, determination of *geographic* shortages is guided by the U.S. Census descriptions of “rural” and the number of highly qualified teachers.

ADE uses current-year data to identify existing areas of need, mining its data collection system to create lists of highly and non-highly qualified teachers by subject matter and location. To put the data in perspective and to refine the final list, ADE also considers past shortages and future policy changes.

Beyond the mined data, ADE anticipates shortage areas when the SBE adopts prospective rules requiring new certifications, such as the upcoming requirement that Early Childhood teachers be certified. When the Board adopts new subject matter knowledge standards, such as the new standards for arts and sciences, ADE also anticipates the need to fill additional teacher positions. For next year, Arizona will need to consider meeting needs for teachers using the common standards that most states, including Arizona, are adopting.⁶ ADE also considers which local education agencies (LEAs) and schools have difficulty meeting Adequate Yearly Progress (AYP) or AZLearns standards.⁷ In addition, ASU has published a study on teacher supply and demand that has been used to inform Arizona’s understanding of shortage areas [Appendix (D)(1)-2]. Arizona has several strategies to fill these shortage areas. Within the STEM fields, Arizona has several major initiatives, including the following:

- NAUTEACH at Northern Arizona University (NAU) prepares outstanding undergraduate majors in math, science and engineering to be secondary math, science, and computer teachers. It also partners with Coconino County to enhance the success and retention of these teachers.⁸
- Phoenix Teaching Fellows is focused on building a pipeline of highly accomplished teachers of math and science for elementary and middle schools in Yuma County.

⁶ See discussion in section (B)(1).

⁷ See discussion in section (E)(2).

⁸ NAUTEACH is modeled after the UTEACH program at the University of Texas at Austin and is supported by a grant from the National Math and Science Initiative.

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For teachers in special education, Arizona initiatives include:

- *Phoenix Teaching Fellows*: This program also focuses on recruiting highly accomplished new special education teachers in Yuma County.
- *“Grow Your Own Program”*: Because of the surplus of elementary certified teachers in Arizona, local education agencies are encouraged to use Title II-A funds to assist these teachers in becoming highly qualified special education teachers. “Grow Your Own Program” allows the LEA to pay a significant stipend to veteran elementary teachers who are willing to participate in an alternative pathway to certification program using the teaching intern certificate. Local education agencies are also encouraged to “Grow Your Own” special education teachers by participating in the ADE 2007 Transition to Teaching Grant. Funds and tutoring are available to special education paraprofessionals to become fully certified special education teachers.

For ELL teachers, beginning in school year 2010-2011, teaching interns may be assigned to teach in ELD classrooms. These interns must meet the highly qualified requirements as defined under NCLB and pass a three-credit-hour Structured English Immersion course or 45 clock hours of Structured English Immersion professional development. Finally, ASU’s NEXT Grant trains and places teachers in Native American areas that are experiencing teacher shortages [Appendix (D)(1)-3].

(D)(2)(i): Arizona will measure student growth for all students.

With seed funding from the Rodel Foundation of Arizona and the Arizona Charter Schools Association, Arizona is calculating a student growth model adapted from the Colorado Growth Model [Appendix (D)(2)-1, Growth Model MOU with Colorado].

The Colorado Growth Model was developed by Damien Betebenner of the National Center for the Improvement of Educational Assessment. The growth model calculations are performed by the ADE’s Research and Evaluation Section. The ADE gives educators and parents secure electronic access to the growth model reports for individual students and provides school-level data for policymakers and administrators. Reports are available for AIMS mathematics and reading for students in grades 4-8.

The Arizona Growth Model measures student progress from one year to the next in the context of a student’s “academic peers.” It compares each student’s performance to students in the same grade throughout Arizona who had similar AIMS scores in past years and calculates a growth percentile. Students are compared to themselves from year to year so that results are not skewed by income levels, parental involvement, race or gender. It uses multiple years of a student’s test scores to show how each student is progressing from year to year and to estimate the student’s expected future academic performance. In addition, the growth model can show trends by teachers to differentiate professional development and begin teacher dialogue about data by means of a user-friendly display, rather than tables and spreadsheets files.

(D)(2)(ii): Arizona will develop and implement rigorous, transparent and fair teacher and principal evaluation systems.

The success of Arizona’s reform plan rests on its work to ensure that all teachers and principals benefit from regular, actionable feedback on their performance in improving student learning. The most critical step in this work is to develop valid and reliable evaluation systems that truly differentiate performance. In the past, some of Arizona’s most ambitious reforms – such as its Proposition 301 teacher performance pay plan – have not produced the intended results, in part because criteria for the development of systems to identify and reward performance were not clear or strong enough to guide LEA development, or State approval and monitoring, to ensure high quality systems. The lessons learned from these reforms have led

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Arizona to ensure that the State develops strong criteria that will serve the dual purposes of guiding LEA development and State oversight to ensure effective systems.

Arizona has taken a bold step forward in ensuring that effective evaluation systems for teachers and principals will be in place in LEAs across the state by the 2012-2013 school year. The landmark Senate Bill 1040, signed on May 5, 2010 [Appendix (D)(2)-2], requires the SBE to develop a model evaluation system framework for both teachers and principals by December 15, 2011. School districts and charter schools will be required to develop and implement, by the 2012-13 school year, evaluation systems that meet SBE requirements. Under this law, the SBE is required to incorporate quantitative measures of student growth into the model evaluation framework. The law requires that this student growth account for 33-50% of the evaluation outcome for both teachers and principals.

Strategy 1: Develop a model teacher and principal evaluation system framework.

Activity 1.1: Convene SBE task force.

The SBE will develop the model framework through a task force that will be convened in July 2010 and issue recommendations in November 2011. It will include representation from the SBE, ADE, Governor's Office, institutions of higher education, AEA, ASBA, the Arizona Charter Schools Association and ASA, as well as district and charter teachers and principals. The task force will work with national experts and draw on best practices in teacher and leader evaluation and growth highlighted by organizations such as the National Comprehensive Center on Teacher Quality (NCCTQ), National Council of Teacher Quality (NCTQ) and TFA's Teaching as Leadership framework. In addition to developing an instrument that includes student growth as required by law, the SBE task force will consider the following criteria:

- at least four levels of performance, such as highly effective, effective, minimally effective, and ineffective;
- protocols for the use of high-quality, valid and reliable local assessments to measure quantitative student growth for teachers in non-tested grades and subjects;
- recommendations for expansion of State testing to allow for statewide student growth measures for additional subjects and grades beyond reading and math; and
- other measures of teacher and leader effectiveness beyond quantitative measures of student growth, such as, (a) in the case of teachers, observations of classroom practice correlated to student growth and measures of content pedagogy knowledge, and (b) in the case of principals, observations of effective leadership practice and instructional support.

Activity 1.2: Provide technical assistance to LEAs on the development of evaluation systems.

The Regional Centers for Innovation and Reform, through their teacher and leader specialist, will provide intensive technical assistance to LEAs as they develop their evaluation systems based on the SBE model framework. The technical assistance will focus both on the technical and process sides of developing systems, including collaboration with stakeholders.

Strategy 2: Implement model framework.

Activity 2.1: Provide guiding framework for LEA implementation and State/regional oversight and assistance.

The SBE task force will also consider criteria for LEAs' development and use of the evaluation instrument, including the following:

- collaboration with teachers and principals in the development and continual improvement of the local evaluation instrument;

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- evaluator identification, training, certification and ongoing professional development;
- process and procedures for timely and actionable feedback to teachers and principals on evaluation results; and
- processes for data collection, analysis and reporting.

Finally, the task force will recommend policies and procedures for the ADE and Regional Centers of Innovation and Reform to use in validating, approving and monitoring local evaluation systems to ensure that they are valid and reliable and accurately differentiate the instructional effectiveness of teachers and principals.

Activity 2.2: Implement teacher and leader evaluation systems.

ADE will oversee the implementation of teacher and leader evaluation systems in school districts and charter schools in coordination with Regional Centers for Reform and Innovation. The ADE Division of Academic Achievement, through the new Educator Effectiveness Unit, will be responsible for validating, approving and monitoring local evaluation systems according to SBE-recommended policies and procedures. [See Appendix (D)(2)-3 for organizational chart.] The Division will also be responsible for, in coordination with its regional centers, the training and certification of local evaluators. The ADE Research and Evaluation Section and the University Research Center on Innovation and Reform will assist in the validation process. In response to Arizona's SFSF commitments, the ADE Information Technology and Title II Highly Qualified Professionals Divisions have prepared an electronic statewide survey to collect LEA information related to the current state of teacher and principal evaluations. Once the survey is completed, the ADE will make the information publically available through the school report card portal.

(D)(2)(iii). Arizona will conduct annual evaluations of teachers and principals that provide timely and constructive feedback and will provide reports of student growth to teachers and principals.

Strategy 1: Ensure that LEAs conduct annual evaluations of teachers and principals that provide timely and constructive feedback.

Activity 1.1: SBE will provide recommendations for process and timing of constructive feedback.

As required by SB 1040, school districts and charter schools must use the SBE-developed model framework to complete annual evaluations of teachers and principals by the 2012-2013 school year. The SBE will recommend criteria for school districts and LEAs for the process and timing of constructive feedback on evaluation results.

Strategy 2: Ensure that teachers and principals are provided with student growth data at the school and classroom level.

Activity 2.1: ADE and LEAs will provide student growth data for State-tested and local-tested grades and subjects.

The ADE will provide all educators with access to data on the student growth of students in reading and mathematics in grades 4-8. In addition to EDUACCESS and the Arizona Education Data Warehouse (AEDW) providing individual student reports, the State will provide student growth data back to LEAs for uploading into instructional improvement systems [See (C)(3)]. LEAs can then leverage those systems to provide growth model results by school, class and student. These data will be provided rapidly following administration of the State assessment in order to provide the critical information needed for teacher and leader evaluations and for prompt action where the results indicate that intervention is appropriate at the school, class, or student level. In addition, the State and Regional Centers for Innovation and Reform will assist LEAs in using their local assessment data to calculate student growth

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measures for students in non-tested grades and subjects in order to provide such information for teachers in non-tested grades and subjects. Finally, the ADE and regional centers will provide training in the use of student growth data in evaluation systems.

(D)(2)(iv): Arizona will use evaluation results to drive key decisions.

Throughout its history of innovative education reform, Arizona has learned that new policies are effectively implemented and sustained when they matter to educators. The State will continue to improve policies and processes that embed evaluation results in all key decisions informing instructional effectiveness.

Strategy 1: Ensure that evaluation results are used to develop teachers and principals to increase their instructional effectiveness.

Activity 1.1: Require that evaluation results connect to professional development.

SB 1040 requires that evaluations be tied to best practices in professional development.

Activity 1.2: Provide training and support to LEAs on the use of evaluation results to inform professional development.

A key to Arizona's theory of action for professional development [See (D)(5)(i)] is that the process of evaluating educators will immediately lead to actions – such as school-based, job-embedded coaching/induction support, or targeted professional development – that will serve to increase instructional effectiveness. The ADE's Educator Effectiveness Unit and the teacher and leader specialist within each Regional Center for Innovation and Reform will be responsible for ensuring that all LEAs receive effective training on processes to ensure that evaluation results and feedback lead to immediate actions for coaching and professional development.

Activity 1.3: Survey teachers on the results of evaluation.

The ADE will incorporate into its annual teacher professional development survey questions to determine whether and how results are being used to inform professional development.

Strategy 2: Encourage use of evaluation results to compensate, promote, and retain effective teachers and principals.

Activity 2.1: Align State and local compensation systems to evaluation results.

Merely identifying effective teachers and principals is not enough. Providing additional compensation to teachers and principals rated at the highest performance levels sends a strong signal to create a culture that rewards high performance. As such, as its teacher and leader evaluation system is developed, the State will take actions to align its current systems of performance pay and teacher advancement (such as Career Ladder and Prop. 301 performance pay) to the evaluation framework. These systems will be focused in high-needs schools and in high-needs subject areas [see (D)(3)] to further encourage the retention of the most effective teachers, particularly those in schools, subject areas and specialties in greatest need. The Regional Centers for Innovation and Reform will provide technical assistance. In addition, HB 2521, approved in the 2010 legislative session, requires superintendent contracts to include 20% compensation tied to performance pay, of which 25% must be determined by student academic growth.

Activity 2.2: Use evaluation results to identify master and mentor teachers and principals and coaches.

When evaluation results are available, LEAs will identify master and mentor teachers and other coaches based on their receipt of the highest evaluation ratings.

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Strategy 3: Ensure that evaluation results inform the granting of full certification to teachers and principals using rigorous standards and streamlined, transparent and fair procedures.

Activity 3.1: Issue guidelines in the use of evaluation results to inform granting of the standard certificate.

By the 2012-2013 school year the SBE will develop and issue guidelines for LEAs in the use of teacher and principal evaluation results to make decisions about moving to standard certificate. The Arizona Administrative Code⁹ already has in place provisions that require a performance assessment prior to receiving full certification should a performance assessment be in place. Upon Board approval of the teacher and principal evaluation system, this will trigger the code provisions and require use of the evaluation to make certification decisions. The Arizona Memorandum of Understanding (MOU) for RTTT requires participating LEAs to use evaluation results to inform certification.

Activity 3.2: Pilot use of evaluation results to grant full certification.

Arizona will pilot use of evaluation results to inform certification with the 25 school districts that have participated in the Equity Study described in (D)(3)(i). This pilot will be coordinated through the Regional Centers for Innovation and Reform in cooperation with the ADE Educator Effectiveness Unit.

Strategy 4: Ensure that evaluation results are used to inform the removal of ineffective continuing and non-continuing teachers and principals after they have had ample opportunities to improve, and ensure that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

Activity 4.1: Issue guidelines in the use of evaluation results to inform removal.

By the 2012-2013 school year the SBE will develop and issue guidelines for LEAs in the use of teacher and principal evaluation results to make decisions about removing teachers and principals after consistent years of receiving the lowest evaluation ratings, provided that they have received ample opportunities to improve and that rigorous standards and procedures are utilized. The Arizona MOU requires participating LEAs to use evaluation results to inform removal.

(D)(5): Providing Effective Support to Teachers and Principals

State government, LEAs, partners and preparation programs bear the responsibility for ensuring that all teachers and principals – especially those who are new to the profession, those who are struggling, and those who are working in the State's high-poverty and lowest-achieving schools – receive best-in-class professional development and support. As a result, the most effective teachers and principals will remain in the profession and in the schools in which they are needed the most.

(D)(5)(i): Through its Regional Centers for Innovation and Reform and in partnership with LEAs, institutions of higher education and nonprofit and business partners, Arizona will ensure that teachers and principals are provided with effective, data-informed induction, professional development, coaching, and common planning and collaboration time.

Arizona will assist LEAs in developing and implementing effective systems of support for teachers and principals. These systems will comply with national standards and will provide continuous, job-embedded support from master/mentor teachers and principals with proven effectiveness.

⁹ R7-2-606

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Within its reform plan, Arizona will focus its school-based, job-embedded professional development on new teachers and principals, particularly those within the lowest-achieving schools. It will do so by initiating a statewide induction program for new teachers and a new program to support leaders, particularly in turnaround schools [see (E)(2)]. This plan will be further supported by Quarterly Data Dialogues for LEA data coaches [(C)(3)] and the State's IDEAL professional development portal [(A)(2)].

Strategy 1: Improve the effectiveness of new teachers.

Activity 1.1: Create an Arizona teacher induction program.

The new Arizona teacher induction program will provide stipends and release time for mentor and master teachers within school districts to mentor, coach and support teachers who are new to the profession and are serving in high-poverty schools. The Induction Program will include the following components but will be flexible to respond to the individual context and needs of particular LEAs and schools:

- *Selection:* LEAs will select mentor and master teachers based on their effectiveness at improving student achievement. Until the State's evaluation system ratings are available from the 2012-2013 school year, mentor and master teachers will provide evidence of their impact on student growth from State assessment and local assessment data.
- *Training:* Training will be overseen by the Teacher and Leader Specialists within the regional centers of innovation and reform. Mentoring and coaching require new abilities. Mentors and coaches need to be able to work with adults, collaborate and have the ability to articulate the set of teaching skills that they work with every day. Training for mentors and master teachers will take place prior to the beginning of the school year. The training focus will be on their role as a teacher mentor, identifying new teacher needs, mentoring conversations, the Arizona Professional Teaching Standards, and formative assessment. Throughout the year additional professional development will focus on coaching and observation training. Training will also focus on techniques for observing new teachers, collecting classroom performance data, and using data to inform instruction. In Year Two, training will expand to include advanced coaching skills, content specific pedagogy, mentor leadership skills, and tailoring support specific to the second-year teacher.
- *Stipends and Release-Time for Mentor and Master Teachers:* LEAs will provide stipends to mentor and master teachers to recognize them for their leadership role and compensate them for their extra workload. In addition, LEAs will provide time through reduced/shared or full-time release from teaching responsibilities to perform demonstration lessons, observe the new teacher teaching, and assist with curriculum development, classroom management and other on-the-job skills. LEA RTTT funds will be used to compensate LEAs for providing this release time.
- *Common Planning Time:* LEAs will ensure that schools provide common planning and support time for professional learning communities. LEA RTTT funds will be used to compensate LEAs for providing this release time.
- *Assessment and Accountability:* The Arizona Professional Teaching Standards and best practices from effective programs within Arizona (see below) will guide the program. New teachers have the opportunity to reflect on their teaching practice relative to the Arizona Professional Teaching Standards. The mentor helps the beginning teacher improve teaching practice by collecting and discussing in-class observation data, making suggestions and modeling lessons. In addition, long-term statistical studies are necessary

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to understand the overall benefits of induction programs and different approaches within LEAs [see (D)(5)(ii)].

- *Best practices from Arizona Programs:*
 - The Arizona induction program will draw on best practices learned from the BEST (Building Educator Support Teams) Program, offered through ASU's College of Teacher Education and Leadership, a comprehensive induction, mentoring, teacher, and leadership professional development program. This university-district partnership program differentiates professional development for teachers throughout their lifecycle of teaching and builds on the capacity of leadership within the educational system. The program is job-embedded and systemic and provides a seamless continuum of professional development from induction through leadership. In every component an emphasis is placed on teacher quality and student achievement. The program serves 125 schools, 34 master teacher leaders, 302 mentor teachers and 606 induction teachers and impacts 78,538 students.
 - The Teacher Induction Program at NAU (TIP@NAU). During the past five years, TIP@NAU has served in 94 schools within 14 elementary and high school districts (including the Hopi Reservation), reaching 1,423 first- and second-year teachers, 115,860 students and 153 mentors. The project indicates that the achievement level of students taught during the transformational period were significantly higher than by students of new teachers who were not part of an induction program and are comparable to students of veteran teachers in the same system. This analysis found that achievement by students of beginning teachers who participated in TIP@NAU increased by 8% in reading and 13% in math, based on the State tests during the first three years of teaching. During this same period, beginning teacher retention for those participating in TIP@NAU improved from 68% in 2007 to 98% in 2009

Strategy 2: Improve the effectiveness of new and current principals who need to improve their practice through training, coaching, and mentoring.

Activity 2.1: Expand the number of identified executive coaches and trainers able to provide hiring and evaluation training, intensive coaching and mentoring for principals and assistant principals serving in high-poverty and high-minority schools.

The goal of the AZ LEADS Arizona School Leadership Program is to increase student achievement and learning by rigorously preparing, supporting and retaining new and existing principals and assistant principals to serve as strong executive and instructional leaders in high-poverty schools. Through its RTTT reform plan, Arizona will increase the pool of executive coaches trained to assist principals and assistant principals in high-poverty and high-minority schools in critical issues of performance management, such as making effective hiring, compensation and promotion decisions and conducting strong and meaningful evaluations of teacher performance. Training for the executive coaches will be provided through the regional centers for innovation and reform [see (D)(3)].

AZ LEADS is Arizona's statewide initiative focused on developing leadership capacity, and conditions for successful leadership that result in improving schools and student success. AZ LEADS leverages strong statewide stakeholder support derived from partnerships with education, business, and community agencies and organizations across the state, all focused on improving instructional leadership in pre-K-12 education. It is supported through a variety of Federal, State and philanthropic sources, including Title IIA, ELL Administration, School Improvement, Helios Foundation, and ASU.

All professional development opportunities in principal leadership offered through AZ LEADS are aligned to the ISLLC standards, and are provided using a cohort model. AZ LEADS trainers are

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exemplary current and former school and district leaders with a history of demonstrated effectiveness and are identified through a rigorous selection process. Trainers are then provided with focused professional development designed to further build their effectiveness in serving as executive coaches and mentors.

Identifying Master/Mentor Principals (AZ LEADS Executive Coaches)

SB 1040 requires the SBE to adopt and maintain a model framework for a teacher and principal evaluation instrument that uses quantitative data on student academic progress for at least 33-50% of the evaluation outcomes and best practices for professional development and evaluator training. The SBE will soon begin the process of developing a model framework for a principal evaluation instrument that includes quantitative data on student academic progress that accounts for 33-50% of the evaluation outcomes and best practices for professional development and evaluator training and would mandate that school districts and charter schools use an instrument that meets the data requirements established by the SBE to annually evaluate individual teachers and principals beginning in school year 2012-2013. Once these evaluation data are in place, they will be used to identify executive coaches for the program.

(D)(5)(ii): Arizona will measure, evaluate and continuously improve the effectiveness of those supports in order to improve student achievement.

Strategy 1: Incorporate teacher and principal evaluation results into the assessment of professional development effectiveness.

Activity 1.1: Conduct a rigorous statistical study on the effectiveness of different approaches to professional development.

The University Research Center on Innovation and Reform will select a representative sample of LEAs with different approaches to support in order to study the effectiveness of those approaches for improving the effectiveness of individual teachers and principals as measured by individual evaluation ratings over time.

Activity 1.2: Report on changes to individual teacher and principal evaluation results over time.

The ADE will further illuminate the effectiveness of professional development and support at the LEA level by reporting the percentage of teachers and principals with improvements and declines in individual evaluation ratings and student growth data over time. This reporting will expand the ADE's current approach to analyzing professional development. Currently, the ADE evaluates professional development through the National Staff Development Council's Standards Assessment Inventory (SAI).

As statewide participation has grown from some 8,000 teachers in 2006-2007 to nearly 40,000 in 2008-2009, the ADE expanded and refined data analysis resources for schools and LEAs. The ADE partnered with the National Staff Development Council (NSDC) to develop a co-branded manual that can be accessed on the password-protected IDEAL portal. The manual provides step-by-step directions for analyzing results and facilitating discussions about them. It also includes similar tools for school districts to use to reflect on the role of LEA as capacity-builder of schools and to determine how to specifically help schools based on their readiness for school-based professional development.

ADE School Improvement coaches have been trained to assist LEAs and schools to use these resources for analysis and planning. In addition, the Highly Qualified Professional Development staff provides technical assistance to LEA survey coordinators and on-site facilitation to local 2141 (see section 2141 of NCLB) committees as they begin to use SAI results to plan how professional development can increase their percentage of highly effective teachers and principals.

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(E)(2): Turning Around the Lowest-Achieving Schools

(E)(2)(ii): Plan for turning around persistently lowest-achieving schools.

Strategy 1: Provide ongoing support and assistance to LEAs and their “PLA” schools in implementing one of the four intervention models and intervene when needed.

1.1: Implement the School Improvement Grant plan as approved by the U.S. Department of Education in April 2010.

The ADE has the primary responsibility for implementing its State-approved plan [Appendix (E)(2)-3, Arizona SIG Plan] administered by the Office of Intervention in the School Effectiveness Division. Key features of this plan supported by SIG funds include the following:

- Identify Arizona’s persistently lowest achieving schools on an annual basis beginning with 2009 achievement data.
- Support LEA leadership teams as they determine which of the four intervention models will be most appropriate for the schools in Tier I and II as soon as eligible LEAs have been identified [Appendix (E)(2)-4, LEA SIG Application].
- Release a request for proposal (RFP) to identify and vet experienced and qualified service providers that offer research-proven services to assist LEAs and schools in implementing effective, intensive interventions and measuring progress toward achievable, sustained outcomes. Service providers will work directly with LEAs or in conjunction with ADE in directed intervention (e.g., school “takeover”).
- Support and assist LEAs/schools as they develop and implement their intervention plans on an ongoing basis in cooperation with the Regional Centers. The Turnaround Team will consist of ADE and Regional Improvement Specialists assigned specifically to PLA schools. These Turnaround Teams, which will be held accountable for the following responsibilities by their supervisor, will be expected to:
 - make weekly contact with their schools through the ALEAT system, to review and track progress in implementing approved plans;
 - conduct mandatory monthly site visits using a formal on-site protocol to collect implementation evidence, observe progress, provide consultation, and document strengths and areas that need “course corrections”;
 - establish case management systems to coordinate assistance provided by ADE staff, regional support staff and external providers working in these LEAs and schools;
 - provide training to address identified needs with particular focus on the State’s Response to Intervention Initiative (Rtl) and STEM subjects, which will be a priority of the Regional Centers (see Section A); and
 - identify effective local policies, promising practices and emerging results to share with other schools.
- Hold the system accountable for results. Quarterly reporting will be required of all LEAs receiving SIG funds, reviewed in case management meetings by the ADE/Regional Support Teams along with implementation and student assessment data to determine progress in meeting identified benchmarks and targets. If the LEA has less than 50% fidelity to its implementation timeline, a letter of warning will be sent to the

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superintendent and local school board indicating the LEA is at risk of discontinuation. The expectation will be that the LEA will garner additional targeted assistance to achieve its targets by utilizing an external provider with a proven track record in transforming and turning around low-performing schools if it hasn't already done so. At the end of the first year, and every year thereafter for the term of the grant, the ADE will determine whether an alternate intervention model is needed or if discontinuation of funding is warranted.

Strategy 2: Build the capacity of leaders to do turnaround work by creating a pipeline of Turnaround Teachers and Leaders.

Arizona has two urgent needs that must be addressed: (1) for the short term, strengthening the skills and abilities of principals who are leading turnaround and transformation schools, and (2) for the longer term, building a pipeline of turnaround leaders and teachers from which the State or the LEA can draw for placement in turnaround or transformation schools.

2.1: Support for principals working in Tier One and Tier Two PLA schools.

The ADE will contract with an external provider to provide monthly training to principals, with coaching in-between sessions. The program will focus on the practical and immediate changes needed to implement the reform model and the evidenced-based strategies most likely to bring about rapid improvement.

2.2: Build a pipeline of turnaround leaders.

The ADE will work with the Southwest Comprehensive Center, the federally funded technical assistance center that serves Arizona, Colorado, Nevada, New Mexico and Utah, to form a consortium to collaboratively design Southwestern Regional Turnaround Academies and release an RFP funded by RTTT for the training, coaching and mentoring of Turnaround Leaders who are selected for the Academy program. This consortium will provide the opportunity for above-referenced southwestern states to collaborate, share ideas and leverage their resources, contracting with one provider to address a common need [Appendix (E)(2)-4 for a description of this consortium].

Upon completion of the Academy program, candidates will have the opportunity to be “certified” as “turnaround specialists” and become members of the State Cadre. From this Cadre, the State can place a specialist team, consisting of a principal and teacher leaders who will serve as instructional coaches in a turnaround school, or the LEA can use this pool of specialists to fill positions in their schools. Candidates who have completed the program will receive incentive stipends in addition to their salaries as well as recognition as a “Distinguished Educator” by the Governor. Arizona has drafted a plan for this program with or without the establishment of a consortium.

Selecting and Recruiting from Existing Leadership Pool. Principals and teacher leaders will be actively recruited to participate in this program. [See Table E-1 for an illustration of the training plan that includes building the capacity of a State cadre of Turnaround Trainers and Coaches (TTC), Turnaround Leaders Cadre, including principals and teachers (TCL) and aspiring leaders (ALC).]

Many retired and/or veteran administrators and teachers have expressed interest in this opportunity to hone their skills and take on this challenge. Principals currently under contract will not be required to resign from their current positions. Using intergovernmental agreements and memorandums of understanding, a turnaround specialist may opt to take a special assignment for two to three years, with the LEAs support. This approach has proven effective in Arizona's AZ READS/Reading First program with strong participation of LEAs, resulting in an effective and efficient way to build capacity, both in the LEA in which the team is placed, and in the “home” LEA when the specialist returns. Other specialists in the Cadre will have the opportunity to pursue a path to become trainers and coaches in the Turnaround

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Academies, thus building the capacity of the State to sustain its Turnaround Academies beyond the life of the RTTT funds and the contracted services of the provider.

Recruiting Aspiring Turnaround Leaders. TEACH FOR AMERICA (TFA) has a pipeline of over 30 aspiring school leaders who come together monthly for professional development to help them prepare for taking on a principal role. Prior to the current legislative changes, TFA alumni would go through traditional principal preparation routes to receive their certification. Ten TFA alumni are earning their M.Ed. in Administration and Supervision in full-ride fellowships at Arizona State University, and 12 are in full-ride fellowships at the University of Phoenix. Now that alternative principal pathways are allowed, TFA is collaborating with the ADE and AZ LEADS to build an accelerated and rigorous pathway to school leadership, which will be specifically targeted in training leaders to work in high-needs schools. TFA alumni would spend their third year teaching while taking very targeted courses with the ADE Turnaround Leadership Academy. In their fourth and fifth years they would be working as school leaders, with significant mentoring support and the opportunity to complete their certification requirements. With support from the RTTT funding, this program could be quickly implemented, providing Arizona with a new Cadre of highly effective and well-trained turnaround principals while giving TFA alumni and other talented individuals an incentive to stay in Arizona.

The Arizona Turnaround Leadership Program will:

- prepare and place new aspiring principals to serve in high-need LEAs;
- build the capacity of existing principals and teachers to serve as turnaround instructional leaders in high-need schools; and
- train new Turnaround Coaches and Trainers able to provide training, intensive coaching, and mentoring for principals and teacher leaders serving in high-need schools.

	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
A	Identify 1 st Cohort TTC & Train-the-Trainers *			Coaching*	Coach* –TLC		Mentor* – TLC		Mentor – TLC	
					Coach* –ALC		Coach* –ALC		Mentor - ALC	
				Provide Training to TLC and ALC Cohorts* (Provider & 1 st Cohort)						
B				Identify 2 nd Cohort from TLC and Train*		Mentor & Coach*	1 st & 2 nd Cohort trains/coaches TLC/ALC			

- Turnaround Leader Cadre (TLC)

TLC	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
		Identify 1 st cohort	Training*	Coaching*	Mentoring*		Member of State Cohort of Turnaround Specialists available for placement in high need schools.			
			TLC Support Network		Certification process					
				Identify 2 nd TLC Cohort trained and coached by TCC; select TTC candidates from 1 st TLC cohort.						
							Identify 3 rd TLC cohort	Train	Coach/Mentor	

- Aspiring Leaders Cadre (ALC)

ALC	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	Identify	Training*								
		Alternate Cert Programs or University ME or Ed.D. Programs				Principal Certification				

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		Internship	Placed as Principal or Asst. Principal
		Intensive Coaching*	Mentoring

* Initial training and coaching provided by external contractor, transitioning to AZ staffed TTC.

Arizona's Education Reform Plan Delivery System: A Two-Pronged Strategy to Provide Support and Assistance to LEAs

To provide support and assistance to RTTT LEAs, monitor LEA plan implementation, intervene when necessary, and widely disseminate and replicate effective practices statewide, ADE will employ a two-pronged strategy: (1) expand existing web-based technologies and (2) create Regional Centers for Innovation and Reform.

Strategy 1: Expand Web-Based Technologies

IDEAL. The State will use its web-based professional development portal, IDEAL, developed in partnership with Arizona State University (ASU), to provide instructional resources and on-line training to Arizona educators. Every educator in the state has access to this site, which makes available the following resources:

- support materials for Arizona's Academic Standards (including crosswalks, standards guides, sample pacing guides, standards-based lesson plans and more);
- assessments to aid instruction (including ready-made standards-aligned tests and an item bank from which teachers can construct their own tests);
- credit-bearing on-line courses and workshops;
- video clips of teachers teaching sample lessons and modeling effective teaching strategies;
- over 4,000 streaming videos aligned to the standards that can be used in the classroom to instruct students; and
- email blasts and notices to users.

ADE will use IDEAL's group email function to disseminate information directly to educators and use IDEAL's professional development and resource capabilities to provide support and assistance in implementing reform plans in each of the four Federal reform priority areas. Nine regional technology centers provide statewide training and assistance to educators using IDEAL.

Arizona's LEA Tracker (ALEAT). ALEAT is an integrated web-based tool developed for ADE by WestEd Interactive in collaboration with the Southwest Comprehensive Center. It is designed for SEA/LEA electronic communication and interaction, improvement planning and management, compliance and progress monitoring, and reporting.

Using a modular architecture, this tool can be customized to address any Federal and/or State program. It is fully operational in Arizona, with every LEA using the system for monitoring Federal and State programs. ALEAT also provides step-by-step assistance to enter a district or school Improvement Plan and organize the information for planning, monitoring and reporting, including goals, strategies, activities, tasks, timelines, funding sources and persons responsible. Once the plan is entered, members of school, district and SEA staff can view the plan and monitor progress of activities as well as report progress and outcomes. The system also features a folder for LEA resources, automatic email notification when new updates are made to the plan, a data dashboard, and the ability to "flag" elements of the plan for specific tracking and reporting, such as professional development or curriculum activities.

Appendix D

The ADE will use ALEAT for LEA RTTT plans, ensuring the efficient coordination and integration of all LEA and school reform planning, monitoring and reporting in one system. ADE staff will be able to view real-time implementation activity in LEA RTTT plans, making it easier to hold LEAs accountable for progress and performance. Inactivity will trigger electronic or face-to-face communication with identified LEAs. Lack of progress in reported performance measures will result in targeted assistance, course corrections, and intervention by ADE staff.

Strategy 2: Create Regional Centers for Innovation and Reform

Arizona intends to establish six regional centers with RTTT funds to assure that local support and technical assistance are available to all LEAs in the state. The Regional Centers will:

- provide support and assistance through planned and coordinated delivery of on-site services to LEAs and schools, focused on the four reform priorities;
- identify innovative models and emergent promising practices for further study that could serve as potential exemplars for other LEAs;
- respond to the specific needs of the region, customizing technical assistance at local sites; and
- consist of a five-member team made up of a Center Coordinator, who will manage the Center's contract and workplan, and four specialists, selected from local LEAs or Arizona's retired educator pool, who will be highly trained to provide professional development and technical assistance to LEAs in the region in the four priority reforms.

Benefits of Regional Centers for Innovation & Reform. The establishment of Regional Centers will ensure consistent, coordinated support and assistance across the four reform priorities and provide a systematic approach to full implementation of reform plans. Because these Centers will be located regionally and staffed with local educators who know the local context, they will be uniquely positioned to respond to local issues/challenges such as rural and Native American communities, border regions, and remote and isolated settings. Center staff will be equipped to monitor progress and intervene as needed, as well as provide on-site assistance in implementing reforms.

With coordinated efforts between ADE and the Centers, communication will be enhanced as to which LEAs need targeted assistance and which need strong intervention. At least one of the Centers will be established to serve Native American populations, particularly those on reservations. This will provide the opportunity to implement bold and innovative strategies that will contribute to the knowledge base regarding effective practices to close achievement gaps for Indian students. And finally, Centers will be expected to institutionalize and sustain a focus on STEM education, thus establishing a statewide network for STEM implementation. With start-up funds from RTTT, Arizona will reallocate existing resources and seek additional funding sources to sustain the Centers beyond RTTT.

Center activities specific to each reform area are described in Sections (B), (C), (D) and (E). Additional details regarding the Regional Center Plan is included in Appendix (A)(2)-2.